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The New York State Guidance Center for Women is sponsored by Rockland Community College under contract with the State University of New York, and located just east of Suffern, New York. During its first year, the Center counseled 483 women and an additional 800 were served through its information services--library, career interest meetings, radio career information series (13 30-minute broadcasts), and a Careers for Women Workshop series. About 80 percent of the Center's clients come from Rockland County. The professional staff includes a director, associate director, librarian, and six part-time counselors. The Center's counseling records indicate that while women considering employment or further education need guidance and information and are willing to seek it, husband's attitudes, inflexible work and school schedules, and fears of impersonal work situations and inability to compete with younger students deter them from returning to work or school. (Document includes seven tables, lists of Advisory Committee members, tests available at the Center, and supplementary reports of counseling and testing services, information and special services, costs and staffing, and community, state, national, and international relationships.) (aj)

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FIRST ANNUAL REPORT

OF

NEW YORK STATE GUIDANCE CENTER FOR WOMEN
12 Campbell Avenue
Suffern, New York 10901

For Period

November 1, 1966 through October 31, 1967

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SUMMARY

AND

DISCUSSION

ANNUAL REPORT

of

NEW YORK STATE GUIDANCE CENTER FOR WOMEN

SUMMARY AND DISCUSSION

The experience of the New York State Guidance Center for Women during its first full year of operation (from November 1, 1966 through October 31, 1967), although confined to a limited geographical area, reveals trends and raises questions which may be relevant to the education and employment of women throughout the State.

Description of the Center

The Center was created by executive order of Governor Rockefeller in May, 1966 and funded for its first year of operation out of the executive budget through a contract with State University of New York. It is designed to provide educational and vocational guidance and counseling to women of all ages and every kind of social, economic, and educational background. It is affiliated with Rockland Community College which, at the invitation of State University of New York, contracted with State University to sponsor the Center.

The Center is not located on the College campus; it occupies a large eleven room house on about an acre of ground just east of Suffern, New York. The immediate responsibility for administration of the Center rests upon its Director who reports to Dr. Seymour Eskow, President of Rockland Community College and, through him, to the University Dean for Two Year Colleges of State University of New York and to the Acting Executive Dean for Continuing Education of State University of New York.

Two committees serve the Center in an advisory capacity. One is the State Advisory Committee, whose Chairman is Mr. John Mulhearn, Vice President in Charge of Public Relations for New York Telephone Company. The primary concern of this committee is to assist the Center to develop services and disseminate information which can be used in the interest of the education and employment of women throughout the state. The other is the Community Advisory Committee, whose Chairman is Mr. Donald Fronzaglia, Personnel Director for Union Carbide at Sterling Forest. Its function is to assist the Center to cooperate fully and productively with agencies, businesses, industries, civic organizations and interested individuals in Rockland County and its immediate environs in acquiring resources, developing services, and recruiting clientele.

The full-time staff of the Center consists of a Director, an Associate Director, a Librarian, a Library Clerk, an Administrative Assistant, and a Records Secretary. In addition, there are six part-time counselors and one part-time typist. All counselors on the Center's staff have a minimum of an M.A. in counseling and guidance, plus supervised training and/or experience in the counseling of adults prior to employment at the Center. The present Director

is also Adjunct Associate Professor of Education at Teachers College, Columbia University, in the Department of Guidance. There, among other responsibilities, she supervises the counseling practice of students training to counsel adults in continuing education. The present Associate Director is currently writing his doctoral dissertation in counseling psychology in the Department of Psychology at Teachers College, Columbia University.

Public Response to the Center's Services

The Center's services fall into two overlapping categories -- counseling (including testing) of individuals and small groups, and the dissemination of educational and occupational information. Through its counseling services alone during its first year, the Center served 483 women from a wide range of social, economic, and educational backgrounds. (See Tables I through IV, pages 13, 14). An additional approximately 800 individuals were served through the Center's information services; i.e., library, radio career information series, special career interest meetings, and its Careers for Women Workshop series. (See detailed report on Information Services beginning page 22).

About 80% of the Center's clients come from Rockland County. The balance are from Westchester County and northern New Jersey, with a few from New York City and Orange County. While the various generalizations in the discussion which follows necessarily are derived from this population, there is ample evidence from reports of services for mature women in other localities, and from statistics and research, that patterns which prevail here also prevail elsewhere. [1]

The nature of the response to the Center's services indicates, first, that the need it was created to serve exists in individual women in all sectors of the female population and second, that in seeking to broaden their

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[1] See for example, Vera M. Schletzer and others, a Five Year Report 1960-1965 of the Minnesota Plan for the Continuing Education of Women, Minneapolis, University of Minnesota, 1967; Center for the Continuing Education of Women, the University of Michigan, Ann Arbor, Michigan, Fact Sheet, June, 1967 (mimeographed); Forrest A. Bogan and Edward J. O'Boyle, "Work Experience of the Population," Monthly Labor Review,91;1, January, 1968, pages 35-45; Jessie Bernard, "The Status of Women in Modern Patterns of Culture", Annals of the American Academy of Political Social Science, 375, January, 1968, pages 3-14; Jeanne Clare Ribley, "Demographic Change in the Roles and Status of Women", loc. cit. pages 15-25; and Stuart H. Garfinkle, Work Life Expectancy and Training Needs of Women, Manpower Report #12, May, 1967, U.S. Department of Labor, Office of Manpower Policy, Evaluation and Research, Washington, D. C.

sphere of social participation through work, women experience difficulty and are willing to seek help. This observation confirms both the findings and the recommendations of the report of Governor Rockefeller's Committee on the Education and Employment of Women. [2]

Response to the Center also suggests, at a time when able and committed workers for paid and volunteer assignments are in increasingly short supply, that women represent a manpower resource which is still only partially tapped. The range of educational backgrounds of our clients (see Table II, page 13) and of their occupational aspirations (see Table VI, page 16) provide a rough estimate of the range of labor force potential.

Obstacles to Education and Employment Indicated by Counseling Records

The Center's counseling records also indicate, however, that the reservoir of skills and talent which women represent will trickle but slowly into labor force supply lines without further modification of currently prevailing patterns of guidance, education, and employment.

An initial difficulty experienced by women who come to us as clients is ignorance of the educational and vocational opportunities open to them. This is an inevitable result of two factors: (1) a span of years spent in domestic activities largely out of touch with developments in educational and employing institutions and (2) ever greater numbers and variety of educational and occupational opportunities. It is to this ignorance that the Center's various information services are addressed. For women who have a clear idea of their educational and vocational goals and who lack only adequate information regarding the routes to these goals, information services which are comprehensive, accurate, consistently up-to-date and readily available through personal visit or telephone are sufficient. It is impossible at this point, however, to estimate how large a proportion of the Center's clients fall into this category. Counseling records indicate that it is only a small minority of those who come for counseling. The extent to which those individuals who receive information directly, from the library or other information services, and act upon it is data not currently available to us and difficult to obtain because of the casual, fleeting, and sometimes anonymous nature of information-seeking contacts. Some data of this kind will be gathered during the coming year.

In the cases best known to us -- those of the women who come for counseling -- lack of information may be a lesser problem to them than lack of clear goals and resistance to altering existing activity patterns in order to engage in new activities. A combination of counseling and information services can clarify goals, as our records indicate; 70% of the clients seen in counseling at the Center during this first year identified and began to pursue or explore an educational and/or vocational goal.

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[2] Governor Rockefeller's Committee on the Education and Employment of Women, New York State Women, Albany, New York, 1964.

However, the identification of educational or vocational goals does not necessarily or even usually markedly reduce women's resistance to decreasing or reorganizing current responsibilities in order to assume new ones. One result of this resistance is an overwhelming preference among our clients for part-time employment and part-time educational programs. On the surface, this preference for a part-time commitment to activities outside the home seems a reasonable response to the continuing pressures of home responsibilities, but our case files indicate that a number of less obvious factors determine this preference.

One of these factors is the women's lack of confidence in their ability to perform on the job or in an educational program. They fear that their skills and their minds are rusty and that they cannot meet competition from younger people. These are fears, which according to our records, counseling can and does help to overcome.

Other factors which are less amenable to modification through counseling, also generate preferences for limited commitments to education and work. One such factor is the attitude of the husband. A small survey conducted by the Center's Director this past autumn strongly suggested that even when a husband's attitude to his wife's educational opportunities and vocational plans is perceived by the wife to be favorable, he is not usually willing to assist her actively in facilitating these plans through helping with housework, allowing her necessary privacy for study, reorganizing his own schedule better to fit hers, or providing financial assistance for her education. Research on the relationship of husbands' attitudes toward wives' employment, as a factor affecting wives' entry into and persistence in employment, indicates that this relationship is the most significant factor influencing the wives' behavior.[3] Many women coming to the Center for counseling appeared to feel that neither the quality and quantity of their social and economic participation, nor the psychological satisfactions they might receive from continued self-development, can receive serious consideration if they require activity patterns not consonant with those expected by husbands and children. Women like these are the living embodiment of the "feminine mystique" described by Betty Friedan.[4]

Our counseling records also suggest, however, that some factors operate independently of the attitude of husbands toward wives' educational or vocational aspirations and activities. These are attitudes that women themselves hold toward the constraints imposed by traditional educational programs and by most employment opportunities. Many commentators and some researchers have remarked that women tend to resist regimentation and to retreat from situations in which competition and impersonality dominate human relationships. The prevalence of bureaucratic structures in employing institutions apparently necessitates considerable regimentation of workers' hours,

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[3] See for example, F. Van Nye and Louis W. Hoffman, and Eds., The Employed Mother in America, Chicago, Rand McNally, 1963, Chapter XV.

[4] Betty Friedan, The Feminine Mystique, New York, W. W. Norton, 1963. One could wonder whether any significance should be attached to the fact that Betty Friedan lived in Rockland County while writing her book.

responsibilities, and autonomy. Impersonality in human relationships, often hiding behind such habitual pleasantries as coffee breaks and office parties, not to mention far more sophisticated employee leisure-time programs, is tacitly regarded as a necessary basis for relationships among workers competing for recognition and advancement in bureaucratic organizations.

Such sociological and socio-psychological circumstances of employment reduce the number of women available to the labor force, the time women are willing to spend in paid employment, and women's persistence in employment. Because regimentation results in relatively inflexible work schedule patterns, the number of part-time work opportunities is limited. More importantly, from the point of view of women, the number of part-time work opportunities with daily and hourly schedules which are compatible with women's perceptions of the time requirements of their other responsibilities is even more limited. Perhaps still more critical is the fact that women, already lacking self-confidence in their ability to perform on the job, and conflicted about sacrificing time and energy that might be devoted to family and other personal relationships, shrink from the impersonality which they will encounter and be expected to express in their working relationships. Mervin Freedman commented[5] that women, especially educated women, will insist on more satisfying working situations and conditions before they will be recruited in larger numbers than at present to the labor force and before they persist in employment over long periods of time. Certainly the great majority of the clients seen at the Center seek part-time work opportunities in which they can, as they usually put it, "help people". This means that they tend to look to teaching, social work, health, and mental health as vocations. Our records contain ample evidence that women, even when driven by strong economic pressure or high career motivation, tend to resist or to reject work opportunities which they perceive both as interfering with their domestic and personal responsibilities and as psychologically unsatisfying in terms of human relations.

Implications for Guidance, Education and Employment

Records of the Center's initial year of operation (as well as records of comparable services elsewhere[6] indicate that guidance and counseling can and do facilitate and/or accelerate a woman's return to education and/or employment, and will be widely used when made available and visible.

The Center's experience also indicates that the kinds of innovations in educational programs currently being developed in New York State -- e.g., The University of the Air, Basic Adult Education over television, independent studies in higher education through correspondence, etc. -- should, when widely enough publicized, elicit a strong response from women. Our experience also seems to confirm the desirability of continuing experimentation with such employment patterns as team teaching, team social work, and part-time sub-professional and para-professional positions in the helping professions.

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[5] Mervin Freedman, The College Experience, San Francisco, Joffey-Bass, Inc., 1967.

[6] See Schletzer et.al., op. cit, and University of Michigan, op. cit.

Our records also suggest, however, that further experimentation with educational programs and work patterns is necessary. For example, especially in the preparation of sub-professionals and para-professionals as well as in refresher training courses, productive use might be made in education on short-term, intensive training programs. There, work that might ordinarily extend over ten weeks or a semester is compressed into a week or two of daily or almost daily training sessions. Increased opportunities for on-the-job training should also pay off, especially in recruiting for the helping professions, since women tend to express a strong need to "feel" the content of a job and the context of interpersonal relationships in which it is carried on before they make a commitment to it. Again, part-time scheduling geared to such considerations as children's school hours would be important.

We have still far to go in developing imaginative approaches to scheduling part-time employment. Currently, part-time work schedules are usually some segment of a conventional working day, attached to one or the other end of that working day (e.g., 9 to 1, 1 to 5, etc.) Part-time work scheduled for middle day or evening hours might recruit more women to shortage areas, especially if a certain amount of discontinuity during school holidays could be provided. Not all the part-time opportunities will lend themselves to this type of scheduling, obviously; employers must make a distinction between the part-time worker who actually serves as a segment of a full-time worker and the part-time worker who is a source of services for which there is less than a full-time or daily need.

Part-time workers who are segments of full-time workers are apt to occupy positions which are integral to the work of an organization and, therefore, need to be integrated into the total operation of the organization. Workers of this kind are probably best utilized on a part-time basis by team arrangements, where two or more people serve as the equivalent of one employee. Our own experience with part-time staff at the Center suggests that this is the case. (For more detailed discussion, see Costs and Staffing, page 35).

Those part-time workers who perform routine or highly specialized services which can be carried out by individuals not fully integrated into the organization (or even not working within the organization)--for example, routine typing, statistical analyses, various kinds of clinical diagnoses, etc. -- may work at hours and at places determined only by the requirements of the work to be accomplished and not by the regular working day of the organization. Much of the work of businesses, industry, and agencies is, in fact, not done within the organization or by organization staff, but rather by outside agencies which contract for the performance of the job; e.g., design, public relations, editing, etc.. The needs of small agencies, businesses, and industries who are not lucrative clients for larger organizations which offer specialized services might be served by firms which contract for the performance of a wide variety of services. Few, if any, such firms currently exist in this country. In London there is an operation called Free Lance, Inc., which has on its list of workers approximately 4,000 women with specialties in a variety of fields which include editing, statistical analysis, design, art work, interviewing, numerous research specialties, as well as clerical skills. This agency contracts with employers either to provide a stated service or to complete a stated assignment. The work is carried out by the women on the agency's list who have appropriate qualifications and is done by them either at home or, when done outside the home, at hours

convenient to the women workers. The employer pays the agency for the completed job and the agency pays the individual workers. It would be interesting to see how successful such an enterprise might be in one of the more heavily populated and industrialized areas of the state.

Outcomes of Counseling

Despite the strong tendency among a number of our clients to perceive a wide variety of obstacles to movement into education or vocation, records for the year indicate that movement is taking place. Of the 328 clients whose counseling was completed as of October 31, 1967, 171 have either entered upon some further education or some form of employment, or some combination of the two. (See Table V on page 15). Of the total of 483 clients which were served by the Center as of that date, 337 or almost 70%, have formulated some tentative or definite vocational goal. Thus, motivation to expand spheres of activities is, for the majority of our clients, strong enough to weigh in the balance against strictures of home responsibilities, lack of active support from husbands, lack of self-confidence, and resistance to totally committing the self to activities whose psychological satisfactions seem dubious, although these latter factors indubitably limit both activities and goals.

Naturally, we believe that counseling, testing, information services, and allied services at the Center make a definite contribution to helping women reach these decisions. We are not yet, however, in a position to state firmly that this is the case, although informal feedback from our clients indicates it to be. Our first follow-up of the outcomes of counseling services, carried out by independent outside interviewers is currently taking place and the results will be available for the next report (to be prepared during March, 1968). Another such follow-up will be undertaken in June, 1968. (For a more detailed discussion, see Counseling and Testing Services, page 19).

Information Services

The Center's information services, of which the educational and occupational information library is the core, are a vital part of its operation. Use of the library by the general public has grown rapidly in the last few months. Since August, 1967, slightly more than 1/3 (38%) of the requests for information handled by the library staff are from counselors at the Center and their clients. The balance (62%) are requests from individuals who either telephone or visit the library in search of information.

A tape library of career information in specific fields is now being developed. These tapes (30 to 45 minute interviews with leaders in selected fields) will be available to the general public by telephone, through a monitor switchboard installed for this purpose. Once the library has acquired a total of approximately 20 tapes, these will be listed by number and title and receive broad distribution both through mailings and public media to stimulate general use of this part of our library service.

The library has also cooperated with the Rockland County Title III Occupational Service Center, through Mr. Joseph A. Wyman, the counselor. We have shared information with that project and Mr. Wyman has in turn shared information with us.

Other information services made available to the public by the Center include a radio career information series -- 13 thirty minute broadcasts -- offered from February through May, 1967 over Station WRKL and covering a variety of fields in which women are prone to express interest. Informal feedback from this series uncovered the fact that we had a number of male listeners and that a number of women listened with children's careers in mind. We held four group meetings on selective occupational fields in which a number of our clients had expressed interest and to which were invited these clients and their friends to talk with specialists from the selected fields. A seven session workshop on Careers for Women: Questions Every Woman Asks, which enrolled fifty women, took place during the months of September, October and November, 1967. (For more detailed discussion, see Information Services, page 22).

Special Services

The Center's commitment to serve all classes of women has necessitated the recognition that services offered five days a week from 9 to 5 at the Center will not meet the needs of the total population. Employed women find it difficult to come for service between the hours of 9 to 5 and, in addition, transportation facilities in Rockland County are most inadequate.

The Center has attempted to solve this problem in two ways. First, counseling and testing is available at the Center during evening hours and on Saturday mornings by appointment. Second, the Center has employed a number of devices for carrying its services out into the community.

Early in March of 1967, through the liaison efforts of a member of the Community Advisory Committee who was at that time a Neighborhood Aide for ROCAC (The Rockland County Community Action Program of OEO) and is now a Community Worker with the Rockland County State Employment Service Office on matters pertaining to the employment of disadvantaged individuals, a counseling group of disadvantaged women was established in a Nyack neighborhood. This group, whose membership has ranged from four through ten, with some turnover in participation, still continues.

Late this summer the Associate Director, Mr. Roland Moses, took over the responsibility for attempting to develop similar services in other parts of the county. One other such group has now been established in Spring Valley. It has been in operation for several weeks but participation has so far been low. A most significant aspect of Mr. Moses' endeavors has been his contacts with all the agencies in the county concerned with the problem of self-development in the disadvantaged population. In the person of Mr. Moses the Guidance Center is cooperating with these other agencies in an attempt to develop facilities to better meet the educational and vocational needs of this population.

Research and Evaluation

The first year was obviously not an appropriate time for intensive research and evaluation efforts. During this year effort concerned with this part of the enterprise was directed toward the development and maintenance of complete, accurate, and useful records. A Keysort system has been installed for data storage and retrieval. This should considerably facilitate the prompt retrieval of the types of information which agencies from time to time request from us -- for example, the number of women interested in careers in health fields, or the number of women interested in a course in volunteer work, or the number of women interested in clerical work (these are all examples of requests received during the year at the Center). A survey (already mentioned) of women's perceptions of male attitudes of women's continuing education was completed during this first year. The Careers for Women Workshop was evaluated. Designs for the first evaluation of the counseling and testing service and for research on the relative usefulness for women of the Strong Interest Blank for Women and the Strong Interest Blank for Men and for research on the relationship of the perceived similarity of counselor and client values to outcomes in counseling (this is the Associate Director's doctoral research project) were developed. (For more detailed discussion see Research and Evaluation, page33).

Costs and Staffing

Because of the Center's innovative character and of its responsibilities for evaluation and research, every effort has been made to employ highly qualified staff. Since the number of staff members adequate to undertake a variety of innovations and carry out evaluation and research is also relatively high, staff salaries are necessarily modest. For example, the six part-time counselors are paid at the same rate as are interns in counseling psychology working in various institutions -- $5.00 an hour.

Total expenditures for the twelve months from November 1, 1966 through October 31, 1967 were $70,279.53 out of a total grant of $72,000. Of this total amount it is probable that only about half can be regarded as costs for service alone. Innovation and evaluation are expensive. They entail experimenting with patterns of service and patterns of staffing some of which may prove not economical in the long run. In addition, and just as importantly, they entail conscientious and extensive record-keeping. That costs have not been higher is due to the extraordinary dedication of the staff. Costs for 1968-69 will be somewhat higher than those for 1967-68 due to increased activity in research and evaluation which in turn necessitates funds for the employment of independent outside interviewers. (For a more detailed discussion, see Costs and Staffing, page35).

Based on our first year's experience and on our current salary structure, it seems possible that if the Center was committed exclusively to service, counseling costs would average about $10.00 for each individual interview (including costs for counselor, clerical staff, and supplies) and about $22.00 per client receiving counseling and testing (the average number of interviews per client is 2.18). These services alone for 500 clients a year would thus cost at least $11,000. Staff time for staff conferences, supervision, etc., would cost at least $3,000. Costs for the library and allied information services, including staff, materials, and telephone, would cost

approximately another $17,000. Administrative costs for staff if shared with a parent institution, or if the administrator also served as a counselor are difficult to estimate but a rough minimum figure would be $7,000. Costs for space, utilities (exclusive of telephone) and maintenance are of course highly variable; in our case they were $7,285.95 for the first year's operation. Our first year's costs for equipment were $5,644.48. Costs for both space and equipment could be lower, especially in circumstances where space and equipment were shared, but it would undoubtedly be wise to estimate that in most circumstances these would cost not less than $7,000 a year. A final but vitally important expenditure connected with a service such as this is cost of publicity through mailings, participation in public meetings, printed materials, etc.. It would seem wise to estimate an expenditure of not less than $3,000 a year including clerical time on these if the territory to be covered is at all large.

These estimates are based on a staff consisting of an administrator whose duties either include responsibilities to the parent institution in addition to those at the Center or a share of the counseling load; one full-time counselor or the equivalent in part-time counselors; one full-time librarian; one full-time library clerk; and one full-time, well-qualified secretary.

In other words, it might be possible to operate a Center comparable to this one if it were devoted exclusively to service and if it could share to a greater or lesser extent in the resources of a parent organization (in the way this Center shares the resources of Rockland Community College, such as mimeographing equipment, addressing services, routes for publicity, etc.), at a total cost of approximately $48,000 a year. This amount could provide counseling and testing services for at least 500 individuals during the year and, in addition, information services to a much larger number of individuals -- probably up to 5,000 who are seeking only information.

It is important to remember that library and information services can (and probably should) serve a wide population; i.e., not be designed exclusively for women.

A word of caution about these estimates is essential: A single, initial year of a pilot operation is an insufficient basis for any firm conclusions about funding an established service.

State Advisory Committee

There was one meeting of the State Advisory Committee during the year, held at the Center on June 1, 1967. The members of this Committee have contributed ideas for types of service which the Center might offer and suggestions for dissemination of information regarding the Center's findings. Two suggestions of the State Advisory Committee which have since been implemented by the Center are the development of a taped library of career information and the training of the Center's staff in the administration of the General Aptitude Test Battery (a battery developed for use by State Employment services and generally regarded as the best existing test of aptitudes for adults). (For further discussion see Relationships with State Agencies, page 40). (For list of members, see Appendix A).

Community Advisory Committee

The Community Advisory Committee is comprised of approximately sixty people, representing agencies, civic organizations, businesses, industries and lay people in the county. The Center was able to develop such a large and representative committee in a relatively short time only because of the excellent community relations already established by Rockland Community College, with which the Center is affiliated, and by the willingness of Dr. Seymour Eskow, President of the College, and his staff to assist the Center in making initial contacts with Community Advisory Committee members. Community Advisory Committee members, either as individuals or as representatives of agencies, have been sources of referral of clients to the Center, a potent means of publicizing the Center services, and an invaluable source of advice in program development and especially in the acquisition of resources for the Center's information services. The Community Advisory Committee members have given the Center Staff a "feel" for the county and for the needs of the population the Center hopes to serve. Their cooperation in all these activities has been lively and persistent.

The Community Advisory Committee is not only helpful to the Center but is intrinsic to its purposes, since a basic goal of the Center is to contribute to the work of agencies, businesses and industries in the area both by increasing utilization of the services they offer to individuals pursuing self-improvement (such as education, on-the-job training, placement services, etc.) and by indicating to women seeking paid or volunteer employment the work opportunities offered by agencies, businesses and industries in the area. Achievement of this goal is greatly facilitated through the relationships made possible by the Community Advisory Committee. (For a more detailed discussion see Community Relations, page 38). (For a list of members, see Appendix B.)

Affiliation with Rockland Community College

The affiliation with Rockland Community College has been vital both in giving the Center an immediate identity in the community and as a source of information and guidance. It is important to note that the Center is affiliated with but not integrated into the College organization. Very probably a pilot project of this nature would encounter difficulty in carrying out its responsibilities for innovation and evaluation if it were an integral part of the College organization and of the College's other counseling services. Integration of such a pilot Center into the total College structure would be apt to disturb existing services at the College in one way or another, and these disturbances might in turn impede innovative developments at the Center. Quite possibly affiliation would not be an economical arrangement for a service of this kind which had no commitment to innovation, research, and evaluation, although there are certain advantages to affiliation as against integration even for a strictly service enterprise. For example, affiliation has meant that the Center could develop its relationships with various parts of the College system gradually and without threat or dislocation to College staff or existing practices. Relationships with segments of the College have grown slowly but steadily and an increasing number of the Center's clients come through referral from the College. On the other hand, the fact that the Center is separate from

the College both geographically and administratively may well make it more viable as a service to the total community, less apt to be regarded as a service which recruits from the community for the College, and more visible to the community as a whole.

Future Reports

An interim report on the Center's activities from November, 1967 through March, 1968 will be issued at the end of March, 1968; a report on the evaluation of the counseling aspects of the Center's services is due July 1, 1968. Plans are now under way for a more accurate evaluation of the impact of the information services and the usefulness of these services in individual decision making. A separate report on the special services aspect of the Center's operation (these represent the Center's effort to carry counseling and guidance services out into disadvantaged communities) will be prepared as soon as feasible. Since development of these requires considerable experimentation and a great deal of community contact it is impossible at this point to predict when a detailed report will be justified.

Esther M. Westervelt
Director
New York State Guidance Center for Women

TABLES

CHARACTERISTICS OF CLIENTS SERVED IN COUNSELING

November 1, 1966 - October 31, 1967

TABLE I

AGES OF CLIENTS

Range: 18 - 70

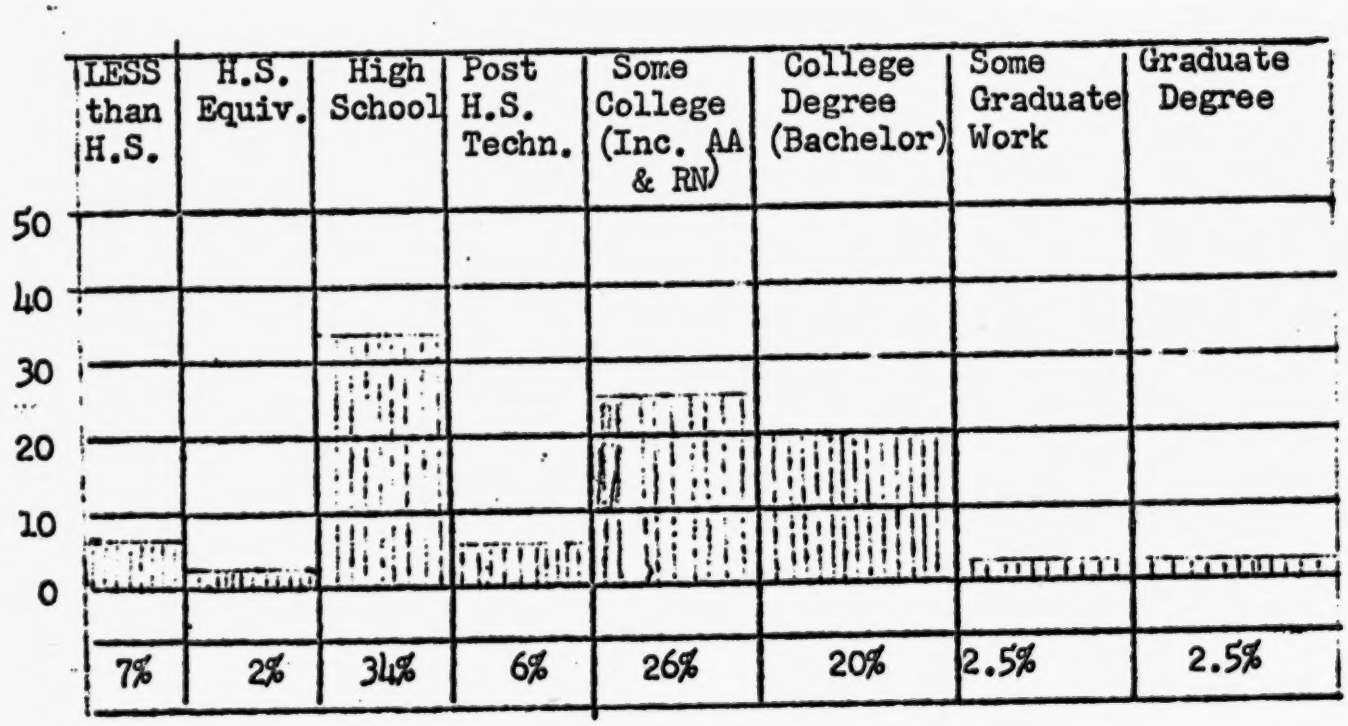
Mean: 39

Median: 39

Mode: 35

TABLE II

EDUCATION OF CLIENTS



CHARACTERISTICS OF CLIENTS SERVED IN COUNSELING

November 1, 1966 - October 31, 1967

TABLE III

HUSBANDS' OCCUPATIONS OF CLIENTS MARRIED AND LIVING WITH HUSBANDS

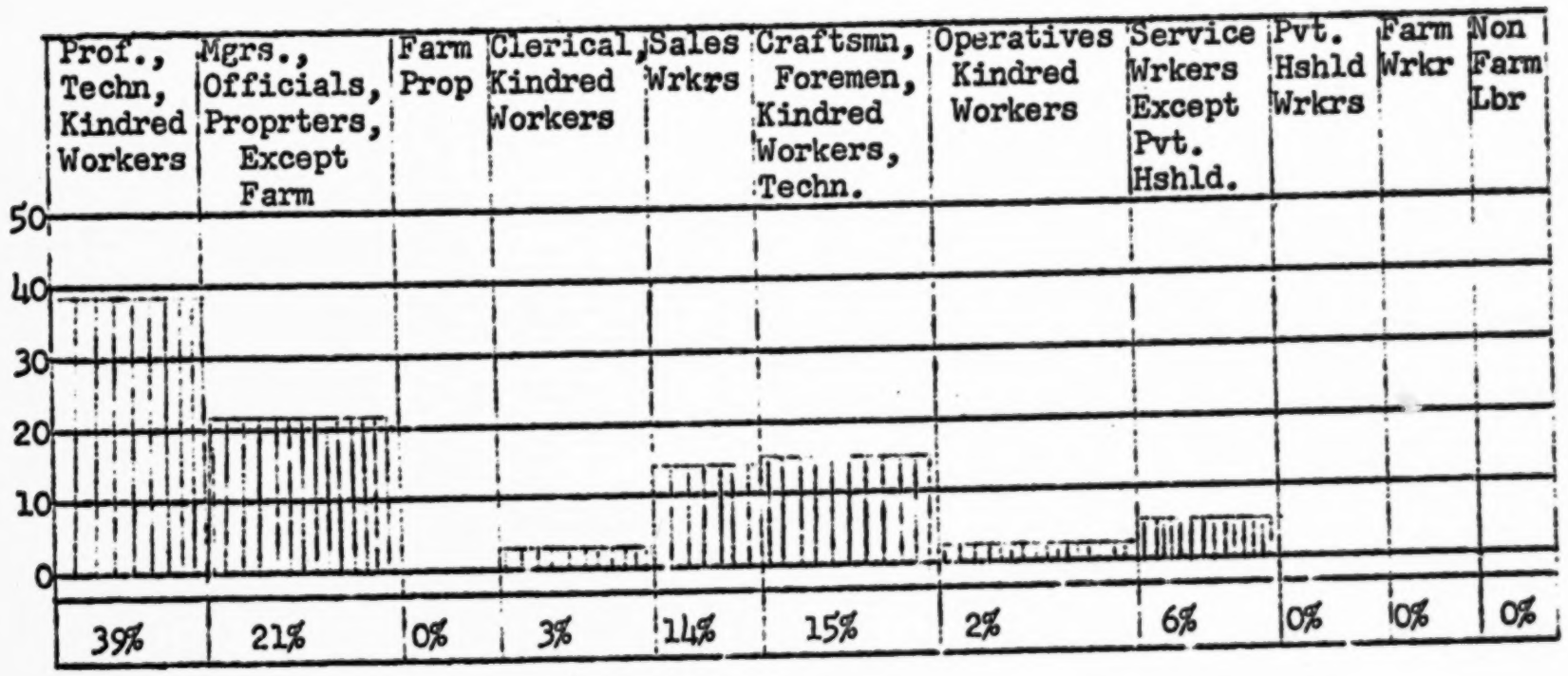


TABLE IV

OCCUPATIONS OF EMPLOYED CLIENTS

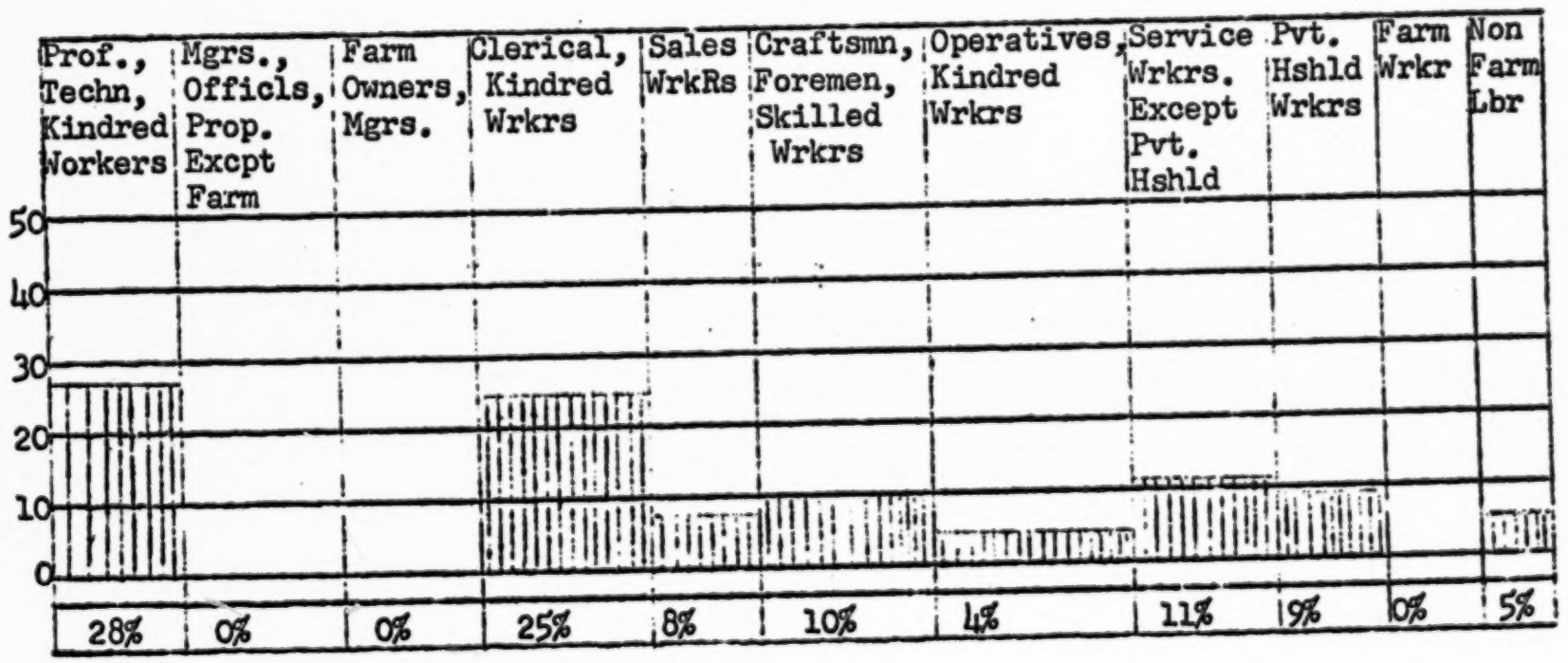


TABLE V

OUTCOME CLOSED CASES

Counseling completed and resulted in decision concerning:	
1. Education	71
2. Vocations	50
3. Psychological issues related to career development	7
4. Referral outside service	4
5. Combinations of above:	
Education & vocation	37
Education & psych. issues	7
Vocation & psych. issues	6
Counseling incomplete:	
1. Client withdrew for psychological reasons, still undecided, etc.	80
2. Client withdrew for external reasons	15
Vocational Information Seeking Only:	51
Total	328

TABLE VI

VOCATIONAL GOALS *

Professional:

Teaching (through H.S.)	69
Social Work	17
Library Service	16
Special Education	12
Nursing (incl. school nurse)	16
Computer services	9
Guidance counseling	8
Occupational Therapy	7
Sociology	4
Teaching (above H.S.)	5
Psychology	4
Publishing	3
Advertising	3
Pharmacy	2
Volunteer service admin.	1
Public Relations	1
Employment Interviewing	1
Dietetics Service	1
Physical Therapy	2
Architecture	1
	182

Business:

Real Estate Sales	5
Merchandising & Retailing	4
Retail Sales	4
Bookkeeping & Accounting	4
Investment & Security Sales	1
Insurance Sales	2
	20

Arts - Crafts (Commercial & Creative)

Interior Decorating	3
Craftwork	4
Art Restoration	2
Writing (free lance, editing)	7
Fashion design	2
	18

Sub-Professional:

Teaching aide	9
Social Work aide	9
Nursing aide	5
Homemaking services	2
Volunteer services	3
Recreation services	2
Research assistant	2
Library aide	2
Dental Hygiene	3
Medical Technician, medical secretary	5
Food services	1
Occ. Therapy aide	3
Police services	1
Architecture	1
	48

Clerical and Related:

Secretarial	4
Clerical	16
Business machines	4
	60

Small Business:

Food catering	2
Craftwork	2
Clothes production	1
Clerical services	1
General	1
	7

Executive - Managerial:

None

Technical:

Metallurgy technician	1

* Of the 483 clients who have been served by the Center, 337, or almost 70% have expressed an interest in pursuing or at least exploring the vocations listed here. The remaining 146 clients have either withdrawn from counseling without formulating a goal as yet, or are still determining their areas of interest.

TABLE VII

EDUCATIONAL - VOCATIONAL GOALS FOR ACTIVE AND INACTIVE CASES

1.	Further education	47
2.	Vocational	57
3.	Psychological issues related to career development	2
4.	Combinations:	
	Education & vocation	28
	Education & psych. issues	0
	Vocational & psych. issues	0
5.	None formulated yet	21
	Total	155

APPENDICES

Appendix "A"

January 30, 1968

ADVISORY COMMITTEE FOR NEW YORK STATE
GUIDANCE CENTER FOR WOMEN

Miss Allalee A. Babbidge
Vice-Pres. & Director of Personnel
Marine Midland Trust Co. of
Western New York
241 Main Street
Buffalo, N. Y. 14203

Mrs. Charlotte Browne-Mayers
Director of Adult Education Activities
Public Relations Department
Standard Oil Company of N. J.
30 Rockefeller Plaza
New York, N. Y.

Mrs. Elizabeth Davenport
Member, Board of Education
26 Crestmont Road
Binghamton, N. Y. 13905

Mrs. Veronica I. Dolan, President
Suburbia Federal Savings & Loan Ass'n.
1009 Franklin Avenue
Garden City, N. Y.

Mr. James R. Dumpson, Dean
Fordham University School of Social Service
1270 Fifth Avenue
New York, N. Y.

Dr. William Dodge
Acting Executive Dean for Continuing
Education
State University of New York
30 Russell Road
Albany, N. Y.

Dr. Seymour Eskow, President
Rockland Community College
145 College Road
Suffern, N. Y. 10901

Dr. Dorothy Gregg, Ass't. Staff Director
Educational Services
United States Steel Corporation
71 Broadway
New York, N. Y. 10006

Miss Guin Hall, Deputy Commissioner
N.Y.S. Department of Commerce
230 Park Avenue
New York, N. Y.

Mrs. Moss Hart, Special Consultant
to the Governor on Women's
Opportunities
22 West 55th Street
New York, N. Y.

Miss Dorothy I. Height, Pres.
National Council of Negro Women
Member, State Social Welfare Board
Staff of the National Y.W.C.A.
464 West 152 Street
New York, N. Y.

Miss Edwina B. Hogadone, Director
School of Retailing
Dean, College of Business
Rochester Institute of Technology
65 Plymouth Ave., South
Rochester, N. Y. 14608

Miss Nina Jones
Special Advisor to the Governor
on Women's Events
Executive Office
Albany, N. Y.

Mrs. John H. Koonce
Personnel Director for Women
Carrier Corporation
Carrier Parkway
Syracuse, N. Y. 13201

Mrs. Oswald B. Lord, Chairman
Governor's Committee on Education
and Employment of Women
770 Park Avenue
New York, N. Y.

Miss Elinor E. McGuire
Coordinator, Health Careers
Program
National Health Council, Inc.
1790 Broadway
New York, N. Y. 10019

Dr. S. V. Martorana
University Dean for Two Year Colleges
State University of New York
8 Thurlow Terrace
Albany, N. Y.

Mr. John Mulhearn, Chairman
Governor's Committee on Education
and Employment of Women
Vice-Pres. New York Telephone Co.
140 West Street
New York, N. Y.

Mrs. Janet L. Pinner, Supervisor
Special Placement Services
New York State Division of Employment
370 Seventh Avenue
New York, N. Y.

Mrs. Ersa H. Poston, President
New York State Civil Service
Commission
State Campus, 1220 Washington Ave.
Albany, N. Y. 12226

Miss Lillian Reveille, Group Manager
Equitable Life Assurance Society
1285 Avenue of the Americas
New York, N. Y.

Mrs. Charles H. Sells
Mead Street
Cross River, N. Y. 10518

Dr. Bruce Shear, Director
Division of Pupil Personnel Services
New York State Education Dept.
Albany, N. Y. 12201

Dr. Alan Simpson, President
Vassar College
Poughkeepsie, N. Y.

Ex-officio Member:

Dr. Esther M. Westervelt
New York State Guidance Center
for Women
12 Campbell Avenue
Suffern, N. Y. 10901

Appendix "B"

MEMBERS OF THE COMMUNITY ADVISORY COMMITTEE

of the

NEW YORK STATE GUIDANCE CENTER FOR WOMEN

Name	Address
Mrs. Harriett Adkinson	24 First Avenue, Nyack, New York 10960
Miss Patricia Ahern	Rockland County Extension Service Assn. 151 S. Main Street, New City, N.Y. 10956
Mr. James Anderson	Personnel Officer, Rockland County New Hempstead Road, New City, N.Y. 10956
Mrs. Margaret Anderson	Rockland County Real Estate Board Palisades, N. Y. 10964
Mrs. Anese Ash	Rockland Foundation West Nyack, New York 10994
Mrs. David Austin	37 Ross Avenue, Spring Valley, N.Y. 10977
Mrs. Mary Bianchini	269 South Broadway, So. Nyack, N.Y. 10960
Mr. Joseph Biggs	Director, Rockland County Human Rights Commission 14 North Main Street, New City, N.Y. 10956
Mrs. Marie Buerkert	42 Briarwood Drive, New City, N.Y. 10956
Mr. Ronald Carlson	BOCES, 61 Parrott Road, West Nyack, NY 10994
Mrs. Leona Cohn	86 Spook Rock Road, Suffern, N.Y. 10901
Mr. Robert Colbert	Dept. of Social Service 78 Ewing Ave., Spring Valley, N.Y. 10977
Mr. George Counts	Ramapo Human Rights Commission 78 Ewing Ave., Spring Valley, N.Y. 10977
Mrs. Cynthia Crippen	894 Piermont Ave., Piermont, N.Y. 10968
Mr. Russell M. Drumm	Administrator, Nyack Hospital Nyack, New York 10960
Mr. Marshall Eldridge	Community Relations Manager, Avon Products, Inc., Suffern, N. Y. 10901
Mrs. Dorothy Ellington	87 Margetts Road, Spring Valley, N.Y. 10977

Name	Address
Mrs. Phyllis Emanuel	11 Merrick Drive, Spring Valley, N.Y. 10977
Mrs. Seymour Eskow	7 Kevin Drive, Suffern, N. Y. 10901
Mr. Thomas Finn	Asst. Administrator, Good Samaritan Hospital, Suffern, N. Y. 10901
Mrs. Janet Fisch	37 Park Avenue, Nanuet, N. Y. 10954
Rabbi Hillel Friedman	Jewish Community Center 250 N. Main St., Spring Valley, N.Y. 10977
Rabbi Louis Frishman	Temple Beth El Viola Road, Spring Valley, N. Y. 10977
Mr. D. R. Fronzaglia	Union Carbide Corporation Sterling Forest Tuxedo, New York 10987
Mr. James Gerhard	Family Service Association 22 S. Main Street, Spring Valley, NY 10977
Mr. Arthur J. Grimes	Executive Director of Health Careers Project Rockland Community College 145 College Road, Suffern, N. Y. 10901
Mrs. Joan Groves	16 Deerfoot Lane, New City, N. Y. 10956
Dr. John F. Hopf, Jr.	Executive Officer, BOCES 61 Parrot Rd., West Nyack, N. Y. 10994
Mrs. Rhoda Karp	Supervisor of Social Services St. Agatha's Home, Convent Road Nanuet, New York 10954
Mr. Edwin W. Kirk	Commissioner, Rockland County Welfare Dept. County Office Building New Hempstead Road, New City, N.Y. 10956
Mrs. Katherine Knight	5 Depot Place, South Nyack, N. Y. 10960
Dr. James Lindsay	Dean of Students, Nyack Missionary College South Nyack, N. Y. 10960
Mrs. James Malfetti	53 Havermill Road, New City, N.Y. 10956
Sister Evangelist Marie	President, St.Thomas Aquinas College Sparkill, New York 10976
Mrs. Joan May	Little Tor Road, New City, N.Y. 10956

Name	Address
Mr. James Meeks	Asst. Director, Rockland Community Action Council 78 Ewing Avenue, Spring Valley, NY 10977
Mrs. Margaret Moran	67 May Road, Pearl River, N.Y. 10965
Mrs. Martha Moss	Supervisor, Volunteer Services Rockland State Hospital, Orangeburg, New York 10962
Dr. Anna Munster	P. O. Box 248, Pearl River, N.Y. 10965
Sister M. Natalie, O.R.	President, Dominican College Western Highway, Blauvelt, NY 10913
Mr. Hayes Overcash	Rockland County Dept. of Welfare County Office Building New Hempstead Road, New City, NY 10956
Mrs. Crystal Potter	Rockland Community College Board of Trustees, 145 College Road Suffern, New York 10901
Mrs. Mary Radzig	Camp Hill Road, Pomona, N. Y. 10970
Mr. Walt Reiner	Executive Director Rockland County Title III Regional Center Rockland Community College 145 College Road, Suffern, N. Y. 10901
Dr. Richard Rhoda	International Nickel Company Sterling Forest, Suffern, N. Y. 10901
Mrs. Joseph T. St. Lawrence	Campbell Avenue, Suffern, N. Y. 10901
Dr. Murray Simon	Rockland Community College 145 College Road, Suffern, N.Y. 10901
Miss Rosalynde Singerman	Chief Psychologist, Rockland State Hospital, Orangeburg, N. Y. 10962
Mr. Paul Mundt	Chairman, Board of Supervisors 10 Maple Avenue, New City, N. Y. 10956
Mr. Robert Slocum	Malloy Bldg., Stony Point, N.Y. 10980
Rabbi Henry Sosland	53 Elmwood Drive, New City, N.Y. 10956
Mrs. John Spiegelman	Director of Volunteers, Good Samaritan Hospital, Suffern, N. Y. 10901

Name	Address
Miss M. Jane Stanicki	Director, Student Personnel Service Rockland Community College 145 College Road, Suffern, N. Y. 10901
Mr. Joseph Stessel	New York State Employment Service So. Main St., Spring Valley, N. Y. 10977
Mrs. Lottie Swann	31 Highview Court, Waldron Terrace Nyack, N. Y. 10960
Father Edmund Tobin	Catholic Charities 15 So. Main Street, New City, N.Y. 10956
Dr. Boris Vanadzin	Commissioner, Rockland County Health Dept. County Office Bldg. New Hempstead Road, New City, N.Y. 10956
Miss Gladys Weber	Director of Nursing, Rockland County Health Department 50 Samsondale Plaza West Haverstraw, N. Y. 10993
Mr. Arthur Weidel	Rockland National Bank Orangeburg, N. Y. 10962
Mrs. Jackie Whitney	82 Strawtown Road, New City, N.Y. 10956
Mrs. Belle Zeck	57 Lafayette Avenue Suffern, N. Y. 10901

APPENDIX "C"

TESTS AVAILABLE AT THE CENTER

A.B.L.E. (Adult Basic Learning Examination)

Allport-Vernon-Lindzey "Study of Values"

California Life Goals Evaluation Schedule

California Psychological Inventory

Cooperative English Test (Reading Comprehension)

Edwards Personal Preference Schedule

G.A.T.B. (General Aptitude Test Battery) (No charge for this)

I.B.M. Programmer Aptitude Test

Kuder Preference Record, Occupational, Form D

Kuder Preference Record, Vocational, Form C

Minnesota Clerical Test

Minnesota Multiphasic Personality Inventory

Minnesota Paper Form Board Test (Revised)

Otis Quick Scoring, Beta or Gamma Test

Personnel Classification Test

S.C.A.T. (School and College Ability Test)

Strong Vocational Interest Blank for Men

Strong Vocational Interest Blank for Women

T.O.P. (Test Orientation Procedure)

W.A.I.S. (Wechsler Adult Intelligence Scale)

S U P P L E M E N T A R Y

R E P O R T

ON

NEW YORK STATE GUIDANCE CENTER FOR WOMEN

ACTIVITIES

NOTE: To save space and the Reader's time, information contained in the Summary and Statistical Tables will not, generally speaking, be repeated in this section of the report.

I. COUNSELING AND TESTING SERVICES

The Center began counseling and testing as soon as it opened, on November 7, 1966, due to the fact that by this opening date over 100 requests for such service had already been received. The demand for this kind of service has kept up throughout the year, although there have been seasonal variations in volume. The months when intake of new cases was heaviest were January, May, August, September, and October. December and July were the lightest months in terms of intake. The volume of activity during the summer months suggests that the Center best serves the public if it keeps open for the entire year.

Approximately 1/10th of the 483 clients seen by the Center during its first year of operation were referred to it by other agencies. Agencies which referred clients to the Center included the Public Welfare Department, the Community Mental Health Center, Catholic Charities, Rockland County Community Action Committee, the Business and Professional Women's Association, the Family Service Association, the Board of Cooperative Educational Services, Suffern High School, Rockland Community College, and State Employment Service. Agencies to which the Center referred clients for other services or further information included the Community Mental Health Service, Catholic Charities, the Family Service Association, the State Employment Service; the Rockland County Personnel Department, the Board of Cooperative Educational Services, and Rockland Community College.

The number of interviews per client, including interviews for testing, ranged from 1 - 14; the average number of interviews per client was, as noted elsewhere, 2.18. Most clients seem able to reach some type of decision or decide to terminate counseling, at least for the time being, in about three interviews. Clients needing only one interview are, for the most part, those whose goals are already fairly well established and who need only information and some reassurance that the goals are realistic. Very few of the Center's clients appear to have psychological problems so great as to bar the possibility of educational or vocational activity; such clients were less than 1% of the total seen during the first year and were referred to other services for psychological help.

Counseling at the Center focuses on educational and vocational development. Naturally, matters related to this must also be handled in counseling; e.g., problems related to child care and home management, attitudes of husbands and children, lack of self-confidence, ambivalence regarding expenditure of time, energy, and money, and confused or conflicting perceptions of the feminine role. Problems of this kind cannot be dealt with through mere information-giving, advice and exhortation. Counseling, to be effective, must give clients an opportunity to talk through the factors which bear upon the decisions they are trying to reach, assisted but not directed by the counselor. Skillful professional counseling requires training and experience and for this reason the Center has adhered firmly to its original criteria for the qualifications of its counselors (i.e., minimally an M.A. degree in guidance or counseling, and training and/or experience in working with adults).

Four of the Center's six part-time counselors work at the Center itself. Three of these have given an average of two days a week to counseling throughout the year; the fourth provides the counseling offered after regular hours and on Saturday mornings. The other two part-time counselors provide special services counseling to groups of disadvantaged women in neighborhood settings. Since early March, 1967 two such counselors have been employed on an average of four hours a week (these hours include time for preparing reports, and for supervisory interviews).

Tests administered at the Center are tests of aptitudes (including intellectual aptitudes), interests, and personal needs and preferences. A list of the tests now available at the Center will be found in Appendix "C".

Almost all counseling carried on at the Center during its first year of operation was individual counseling. The Center staff has been eager to undertake more group counseling. In order to better qualify the counselors for group counseling, a group dynamics specialist, Mr. William Rosenthal of the faculty of the School of Social Work of Yeshiva University, was employed to give eight (8) training sessions in group process to the Associate Director and the four counselors who worked at the Center during the months of September and October. One counseling group was formed immediately following the close of these training sessions. The initial approach to forming such groups has been to attempt to find women whose educational and social background are roughly comparable, who are not too disparate in age, and who are all engaged in attempting to evolve and clarify educational and vocational goals without yet having any very clear idea of what these might be. Difficulties encountered in the formation of such groups include; establishing a meeting time convenient for approximately eight persons; finding women who are willing to engage in group rather than in individual counseling; and maintaining regular attendance. During the coming year attempts at other approaches to the formation of such groups will be tried; for example, recruitment through women's groups, including church groups, and mandatory rather than optional assignment to group counseling.

To save staff time, all tests which can be administered to groups, are administered this way. Regular testing times are Monday and Thursday mornings.

An early policy decision made chiefly by the administration of Rockland Community College was that there would be no charge for counseling services. (There has been a nominal charge for testing -- $2.00 a test, which is much below cost for comparable service elsewhere). The absence of a fee for counseling has two advantages; first, no woman is deterred from coming to the Center because of inability or reluctance to pay a fee; second, requests to participate as subjects in evaluation and research activities of the Center are perceived by most clients as reasonable in view of the free service they have received. A possible disadvantage of the lack of fees is what appears to be a relatively high number of cancellations. Appointments for counseling interviews which were either cancelled at the last minute (too late for the time to be assigned to someone else) or simply not kept, totalled approximately 300 during the first year of operation.

At $5.00 an hour for counselors' salary, this represents a cost to the Center of approximately $1,500 during its first year of operation. In order to minimize cancellations, the Records Secretary sends a letter to each new client immediately upon scheduling her for her first interview which welcomes her to the Center and mentions that the time which has been set aside for her can be used for someone else should she decide not to use it and that, therefore, early notice of an intention to cancel will be appreciated. This device, instituted early in March, 1967, caused the incidence of cancellations to be diminished by approximately one-third.

The counseling and testing service, as long as it is on a no-fee basis, is the most expensive of the Center's services to individuals. Nevertheless, it is possible that the long-range evaluation will show that it is also the most effective in helping those individuals most in need of help.

II. INFORMATION SERVICES

A. Library

The following report on library usage from November 1, 1966 to October 31, 1967, was prepared by the Librarian, Mrs. Margaret Gafill:

Library inquiries fall roughly into three categories: Telephone requests received from our clients and the public, similar requests resulting from personal visits to the library, and information required by our counseling staff.

For the summary period referred to above, the library has received approximately 1500 such inquiries. Of this number:

Telephone calls represent		28%
Personal visits	"	34%
Counselor requests	"	38%

The nature of these inquiries is generally concerned with information regarding:

Education

High School Equivalency Program
College Courses - Undergraduate and Graduate
Geographical Location of Colleges
Financial Aid to Education
Career Requirements
Home Study Courses - T.V. Courses, etc.
Continuing Education - Local
Specific Examinations - Civil Service, N.L.N., etc.

Career & Occupations

Civil Service Job Opportunities
Volunteer Services
Para-professional Job Opportunities
Various Job Opportunities - Local
Job Salaries and Benefits
Part-time Employment vs. Full-time Employment

Public Services

Community Action Programs
Inactive Health Career Projects

General Information

Directions: Highway routes - locations of towns & cities
Queries re. specific legislation
Services of the Guidance Center

Library Projects

Works in Progress:

Continuing Education-Counseling Directory

The library has compiled a listing and description of the services of 115 national organizations offering these services. The directory is subdivided by states in alphabetical order. It is about to be edited and printed.

Educational and Occupational Resource Directory

This directory contains addresses, telephone numbers, and appropriate contacts for Federal, State and Local references of general use to the Guidance Center staff, our clients and the public. This is a continuing project.

Future Projects:

Career Tapes

Dr. Westervelt is now developing a series of library tapes of occupational information of special interest to women. These tapes will be the recordings of informal telephone conversations between clients and acknowledged authorities on specific careers. Any interested individual can hear these tapes merely by phoning the Center's Library or by making a personal visit. In the case of those phoning, they will be electronically connected to the tape equipment.

The following are broad categories of materials currently available in the Library:

General Files - Careers/Occupations

Accounting
Advertising
The Arts:
- Architecture
- Arts and Crafts
- Art Schools
- Artists
- Ceramics
- Design - Fashion
- Design - Graphic
- Design - Interior Decoration
- Display Work
- Illustrators, Medical
- Music

Visual Arts
Writing
Automation:
- Computer Programming
- Keypunch
- Systems Analysts

Banking
Beauty Culture
Business Administration
Clerical Occupations:
- General Office
- Business Schools
- Secretarial
- Stenotype

Counseling
Draftswomen
Economists

General Files - Career/Occupations (cont'd)

Education, Teaching:
- General
- Associated Careers
- Special Fields

Engineering
Federal Careers
Foreign Careers
Food Careers
Girl Scouts:
- Administration
- Volunteer

Health Careers:
- Biologists
- Corrective Therapist
- Dental Assistant - Dental Hygienist - Dental Laboratory Technician
- Dentistry
- Dietician
- Food Careers
- Homemaker Services
- Hospital Administration
- Laboratory Technicians
- Laboratory Technicians
- Manual Arts Therapist
- Medical Technology
- Mental Health
- Nursing:
  - R.N. (1)
  - L.P.N., Nurses Aide, Home Health Aides, etc. (2)
  - Specialized (3)
- Occupational Therapy
- Pharmacology
- Physical Therapy
- Psychologists
- Physicians
- Recreational Therapy
- Social Work

Home Economics
Hotel Management
Horticulture
Insurance
Job Corps
Journalism
Languages
Law
Library Service:
- General
- Special Librarianship

Market Research
Mathematics
Military Careers

General Files - Career/Occupations (cont'd)

On-Job Training - General
Personnel Field
Printing
Public Relations
Public Service
Publishing
Pulp, Paper Industry
Purchasing, Industrial Traffic Managers
Real Estate
Recreation
Retailing/Merchandising
Scientists:
    Biochemistry
    Chemical Scientists
    Physical Scientists
    Social Scientists
Selling
Services:
    Child Care, General
    Child Care, Teaching and Staffing Requirements
    Youth
Shipping & Receiving
Small Business:
    General
    Caterer
    Handicrafts

General Files - Education

Education:
    General
    Adult:
        General
        Local Current
        Local Previous
B.O.C.E.S. - (Board of Cooperative Educational Services)
Certification Requirements
College Admissions Assistance Center
College Entrance Examination Board
Colleges in Rockland County
Community Colleges
Continuing Education
Counseling
Financial Aid
High School Equivalency Program
Home Study Programs
Listening Improvement Programs
New Jersey
Nursery Schools
Private and Parochial Schools, Rockland County
Reading Improvement Programs
Rockland Community College

Education: (cont'd)

School Districts, Local
Special Programs - New Careers, Columbia
State University of New York
Television, Educational

College & University Bulletins: (Undergraduate, Graduate, Evening Studies, and Special Programs)

City University of New York - Hunter College (Manhattan)
City University of New York - (Other Boroughs)
Columbia University - (all schools)
New York University - (all schools)
Other colleges in New York City
Bronx, Staten Island Colleges and Universities
Brooklyn Colleges and Universities
Long Island Universities
New Jersey Colleges and Universities
Rockland County. Colleges
Westchester Colleges
Upstate New York Colleges

General Files - Employment

Employment General

Employment, General
Applying for a Job - Applications
" " " " - Resumes
Civil Service Federal - General
" " " - Job Opportunities
Civil Service N.Y.S. - General
" " " - Job Opportunities
Employment - Local
Employment - Part-time
Employment - Services
Employment - Summer
Employment - Youth
Jobs - Open to Hire

Employment Organizations, Local
(Listed in alphabetical order)

General Files - General Information

Community Action Programs
Consumer Reports
Equal Employment Opportunity Commission
Finances, Personal
Marketing
M.D.T.A. Training

General Files - General Information (cont'd)

Medical - Medicine
New Jersey - General
New York State (Departments, Reports, Statistics)
New York State Guidance Center
Office of Economic Opportunity
Poverty - Anti-poverty
Rockland County (County Departments, Services and Data)
Senior Citizens
Social Security
Veterans' Benefits
Westchester County
United States (Departments, Reports, Statistics)

General Files - Women

Womanpower
Woman's Program, New York State
Employment, Women
New York Women
Status of Women
Women: General
Women, N.O.W.
Women's Bureau, U. S.
Women's Information Unit, New York State
Women's Programs, General
" " A.A.U.W.
" " Conferences, Workshops, etc.
" " Women's Unit

The library occupies a room of its own in the Center, adjacent to the large reception room.

B. Radio Career Information Series

From February 14, 1967 through May 16, 1967, thirteen 30-minute radio programs concerned with information on careers for women were broadcast over Station WRKL from 10:00 to 10:30 on Tuesday mornings. The following is a list of these programs, which were taped and the tapes kept for the library:

1. Introductory Session, explaining the series (including information that during each program listeners could call in questions or could, if they preferred, contact the Guidance Center for further information).

2. Teachers Certification

3. Women Technicians in Industry

Radio Career Information Series (cont'd)

4. Opportunities for Women in Real Estate and Insurance
5. Careers in Nursing
6. Opportunities in Library Work
7. Women in Small Businesses
8. Careers in Mental Health
9. Careers in Retailing
10. Opportunities in Government Service and Volunteer Work in Politics
11. College Teaching
12. Opportunities for Senior Citizens
13. How to Apply for a Job

For all programs specialists in the various areas appeared in person on the program and were interviewed by a representative of the Center, usually the Director. On the occasions when the Director was unable to be there, Walter Reiner, head of the Title III Project at Rockland Community College and Rhoda Karp of the Rockland County Mental Health Association, both members of the Community Advisory Committee, served as interviewers.

Response to the program was of various types. Generally speaking, people seemed to resist calling in questions to the program itself but were apt to call the radio station immediately following the program while those on it were still in the station. The number of calls generated by the programs varied by the nature of the program -- some, such as the one on Teacher Certification, brought a very large response in terms of questions to the Center; others, such as the one on Technicians in Industry, a very small response. It is not possible to know exactly how many calls to the Center for information were generated by the radio program, but our records indicate that the programs generated in all at least 200 requests for information.

C. Career Information Meetings

During the spring of 1967, four different meetings on specified career areas were held at the Center. To these meetings were invited clients who had expressed interest in these fields and their friends and specialists to discuss opportunities. The fields covered were: Occupational and Physical Therapy, Retailing, Part-time Clerical Work, and Commercial Art. Attendance at these meetings was usually small, averaging about twelve individuals per meeting.

D. Careers for Women Workshop: Questions Every Woman Asks

This workshop, held during September, October and November of 1967, focused on the problems which seemed to most concern women when they consider returning to work. The sessions were as follows:

1. Is there a job opportunity for me?
2. Can I manage a home and a job?
3. Will my husband suffer if I work?
4. How can I find what job is right for me?
5. How can I get education or training if I need it?
6. How do I apply for a job?
7. Will I advance on the job?

Fifty-six women originally enrolled in the workshop. Forty-five of these attended subsequent sessions, but not all sessions. Average attendance at sessions was thirty-six. There was no charge for the workshop and it seems likely that when another one is undertaken, a charge should be made in order to ensure more regular attendance.

The workshop was evaluated after its close. Twenty-one participants returned the evaluation forms. Of these a majority (54%) felt that the workshop had helped them to decide whether this was the right time for them to consider education or paid employment and that the workshop gave them a better idea about the decisions necessary in order to expand activities. 63% felt that the workshop was only somewhat helpful in making clear the means for moving into further education or paid or volunteer jobs, and 32% said it was most helpful. 40% of the respondents felt that the workshop was somewhat helpful in increasing understanding of the obstacles attendant upon pursuing further education or employment and 35% said that it was most helpful. 45% of the respondents felt that the workshop helped them see ways to surmount obstacles, and 30% that it was most helpful in this respect. 80% of the respondents felt that the number of the workshop sessions was just right; 90% that the length was just right; 90% that the time of day (10:00 A.M. to 12:00 Noon) was just right. 85% felt the size of the workshop group was just right. 100% of the participants felt that there was value in participating in this kind of experience with a group and that they had not felt that they had to share personal feelings which were too private for public discussion. The respondents were also asked to make suggestions for future workshops. The major theme of the suggestions was that another workshop be one which focused entirely on career opportunities in various fields. It is probable, therefore, that a workshop developed in the spring will be of this kind.

E. Uses of Educational Information -- Educational Activities of Clients

During the first year's operation of the Center, 106 clients seen in counseling actually entered upon some course or program in education. An additional approximately 75 were engaged in seeking admission or exploring admissions possibilities at various institutions as of October 31, 1967. Fifty-three of those, who had begun educational programs, enrolled in courses at Rockland Community College. Twenty-four enrolled in other institutions in Rockland County. Twenty-eight enrolled in educational institutions outside of Rockland County. One client enrolled in the T.V. Basic Education Course offered this fall by State Education Department. No clients enrolled in the fall semester courses of the University of the Air but this was probably chiefly due to the fact that information on this program was received here at the Center the day before the deadline for enrollment. Two clients took New York State College Proficiency Examinations during the year.

F. Future Plans for Information Services

The major new development in information services had been mentioned earlier in this summary -- a tape library of career information which will be available to the public by telephone. Another radio career information series will be offered this spring and, as mentioned above, another careers workshop -- this one probably to focus entirely on specific occupational fields and openings within them.

III. SPECIAL SERVICES

The Center was committed under the terms of the proposal upon which it was established to make its services available to women from every social and economic background. From the outset it seemed clear that, for the most part, women from ghetto areas or other women with serious economic disadvantages would not be likely to come to the Center for services. A few such women have come to the Center who were referred by the Rockland County Social Service Department and who were assisted by that Department (through baby sitters, transportation, etc.) to make such visits. But in most instances such women would be unlikely to hear about the Center, to see its services as of any use to them if they did hear about it, or to know how to avail themselves of these services should they desire to do so. It, therefore, seemed necessary from the outset for the Center to find ways to take its services out into the community.

On the other hand, the Center had no desire to duplicate or overlap the services of such existing agencies as the State Employment Service, the Social Service Department, the Rockland Community Action Council (of OEO), the Rockland County and the Town of Ramapo Human Rights Commissions, Catholic Charities, the Family Service Association, or the Adult Education Divisions of BOCES or the various school districts.

Therefore, the first steps taken by the Center's staff toward reaching out into the community were meetings with representatives of the various interested agencies, most particularly those just listed. In addition, the Community Advisory Committee of the Center created a Special Services Committee whose responsibility was advising on matters relating to this community outreach program. Many members of this Committee were representatives of the agencies just listed. Through the activities of this Committee and cooperative efforts with the Rockland Community Action Council, Catholic Charities, and the State Employment Service, a meeting was held at the Center for women who might be interested in this kind of outreach service. Twenty-seven women attended; the meeting was organized by Mrs. Lottie Swann, at that time a neighborhood aide for ROCAC, and Mrs. Florence Knight, also active with ROCAC, and transportation to the Center was furnished by a local limousine service free of charge. Out of this meeting grew the first group counseling group, which was established in the Nyack area. Mrs. Lottie Swann, who is now a community worker with the State Employment Service, has continued to serve as liaison for this group and two counselors were assigned to it. In autumn of 1967 one of these counselors withdrew; the other continues to work with this group which, while having had, of course, some turnover in membership, continues its meetings.

It was also clear from the beginning, however, that educational and vocational counseling, guidance, and testing, for people whose economic needs are serious and whose educational backgrounds are limited are not services which can flourish independently of the close cooperation of other services, especially educational and placement services. The need seemed to be to find a means through which all interested agencies might cooperate to provide in local areas a working combination of such services.

Obviously, the Center's role in such an undertaking could not properly be one of attempting to assume leadership but rather one of offering continuous cooperation and participation in planning.

When the present Associate Director, Mr. Roland Moses, joined the staff on June 1, 1967, he expressed his willingness to undertake to represent the Center in this cooperative endeavor. Between that time and October 31, 1967, he attended 16 meetings with representatives of the various agencies listed above and some others (including the Title III Project at Rockland Community College) in the course of exploring the various possibilities. A by-product of some of these meetings was the formation of another group-counseling group in Spring Valley and the employment of a second part-time counselor and a neighborhood liaison person to work with this group, which began its meetings in late October. Its formation, however, was not seen by the Center or by the other interested agencies as any answer to the problem which they were engaged in studying.

Efforts continued -- and still continue -- to develop a model in one locality which would offer a variety of services in one location at times convenient for those needing them and at a place which would both be and feel accessible to these people. Since October 31, 1967, definite progress has been made in this direction -- a location has been chosen, the various participants have made staff commitments, and plans are now far along for the opening of such a model service area at the North Main Street School. It is important to stress that the Center has been only one of a number of agencies engaged in this endeavor. The major leadership for the endeavor has come from longer established local agencies, especially the Rockland County Commission on Human Rights, the Town of Ramapo Commission on Human Rights, the School and Community Coordination Division of the Ramapo II School District, the State Employment Service, and the Rockland Community Action Council. All agencies mentioned above, and also the Title V Vocational Counseling Project at Rockland Community College and the Council on Race and Religion have participated in this plan. The Center's major effort has been to make clear its willingness to participate and the nature of the service it is prepared to render.

When the service is more fully developed, the Center will provide the testing, counseling, and educational and vocational information aspect. Placement, direct orientation to specific training programs and job openings, and any other services which may be included will be the responsibility of other agencies.

Also, the Center will continue its efforts to enlarge the scope of the program in the Nyack area, again through cooperation with other interested agencies.

As of October 31, 1967, the number of women reached by the outreach counseling service was only twenty-one -- less than 5% of the total clients served by the Center. It is hoped that during the coming year a larger proportion of the Center's clients will be served through outreach counseling, but it is also clear that unless the counseling services can be closely integrated with other services, this will not be the case. People who have been seriously deprived need assistance of many types if they are to move ahead educationally and vocationally. Also, if such movement does not take place promptly they tend not to persist in attempts at self-improvement.

IV. EVALUATION AND RESEARCH

No evaluation of the Center's services was practicable during the first year of the Center's existence since the number of subjects would have been too small to produce meaningful results. During October, 1967, the design for the first step in evaluation, to be undertaken during December, 1967 and January, 1968, was evolved. This would constitute a follow-up, on both the outcomes of counseling and the perception of the usefulness of counseling, of all clients of the Center up to that point who had completed counseling and who had been seen in counseling more than once. A report of the outcomes of this evaluation will be included in the March interim report of the Center. Outside interviewers are used for these follow-ups which are conducted through interviews at the homes of the subjects.

A similar follow-up with a more detailed interview outline, will be conducted in June, 1968, but, in this case, of all clients who have completed counseling at the Center, regardless of number of counseling interviews (except, of course, for those who were included in the earlier follow-up) including individuals who can be identified who have used only the information services. Because of the probable size of this group of subjects, not all interviews will be in person -- a random representative sample will be personal interviews, and the balance will be mail and/or telephone interviews. In all cases, however, the interview or mail survey will be done by someone not on the Center's regular staff. This precaution is taken in order to elicit as objective as possible answers from the respondents.

The two pieces of research described in the Summary and Discussion were also designed this autumn, and one (the comparison of the relative usefulness of the Strong Interest Blank for Women clients and the Strong Interest Blank for Men) was begun before October 31, 1967. If possible, detailed reports of the findings of these researches will accompany the March, 1968 report; if not ready at that time, they will be made available as soon as possible thereafter.

One small survey was undertaken during autumn, 1967; the survey of male responses to continuing education mentioned in the Summary and Discussion. The major finding of this survey has already been mentioned -- that the subjects tended to perceive their husbands and other male relatives as favorable to their continuing education, even if such education was with a view to possible employment, but only a minority (approximately 1/3) reported that their husbands actively assisted them with education which had been undertaken with a view to eventual employment. In connection with this survey, Mr. Roland Moses, the Associate Director, interviewed 12 graduate professors and 2 deans in two different graduate schools regarding their attitudes toward the mature women students. The respondents came from two private urban universities -- one a well-known multiversity and the other an institution devoted primarily to the education of adults. The group of respondents was too small and too casually selected to be in any way representative; it did include men whose ages ranged from 30 to 60, and who represented a variety of fields, including both the

professions and the social sciences. The range of attitudes was from strongly negative to strongly positive, with a slight weighting toward the strongly negative end. However, the majority of those interviewed seemed to harbor no prejudice one way or the other. The variation in response was great; one of the deans interviewed stated that such variation would characterize his entire faculty and, in his opinion, any graduate faculty. A detailed report of this survey was given by the Director, who designed it, at the Adult Education Association's Annual Meeting in November, 1967, in Philadelphia and is now being revised for publication. When revisions are completed mimeographed copies will be distributed to State University offices and the two Advisory Committees.

One piece of research which the Center staff hopes to be able to undertake during the coming year is a study of the characteristics (demographic, experiential, and personal) which may distinguish women who are able to develop and pursue clear-cut educational and vocational goals from those who are unable to do so.

V. COSTS AND STAFFING

The total cost of the first full year (12 months) operation of the Center was $70,279.53. Almost 73% of this amount was expenses for personnel, including salaries, personnel benefits, honoraria and a small amount for travel ($110.44). Staff included the following: A Director (only half of whose salary was charged to the Center; the balance was paid by Rockland Community College for services to the College); an Associate Director (for 12 months); a Librarian (for 7 months; the first Librarian worked as a volunteer); a Library Clerk (for 5 months); a Records Secretary (for 12 months); an Administrative Assistant (for 12 months); a half-time typist (for 7 months); and six part-time counselors (3 of the part-time counselors were on the Center's staff for the entire 12 months; one was on the staff for nine months; and the other two for eight months).

Costs for space (including rent, maintenance, cleaning services, gas and electricity, and repairs) were just over 10% of the total expenditure. Costs for equipment were 8.5% of the total expenditure. It should be pointed out that the costs for equipment were kept to a minimum in two ways; first, wherever possible, equipment such as furniture, lamps, etc., were acquired as gifts (Time, Inc., through the offices of Mr. Martin O'Neil, whose wife was the Center's first Librarian, gave to the Center the largest share of its living room and library furniture and seven desks and desk chairs); and, second, the Center did not purchase equipment (such as a mimeograph machine) which would be used only occasionally and which could be made available to it at the College. Costs for materials and supplies were 9.5% of the total expenditure (materials and supplies included telephone, postage, library supplies, tests, office supplies, data processing, petty cash, and miscellaneous).

Obviously, and it would seem logically, the staff represented the greatest share of the Center's expenditures. Since the Center is engaged in offering a professional service which depends on professional skills, this allocation of funds seems logical. As the size of the staff indicates, the amount of expenditures for staff does not reflect high salaries. The Center has, in fact, been unusually fortunate in being able to recruit competent and dedicated staff who have been willing to accept salaries which were within the limitation of the Center's budget.

All of the Center's counselors are, as has been indicated, part-time. It is the opinion of both the Director and the Associate Director of the Center that the use of part-time counselors has a marked positive effect on the quality of counseling offered by the Center. A common complaint among recipients of counseling from various agencies is that the counseling is routine, uninterested, and involves little more than quite limited advice-giving. Although it is important to bear in mind that a client's perceptions of counseling are not necessarily accurate nor fair to the counselor especially if the realities which the counselor has had to share with the client did not fit the hopes and fantasies of the client, it is at least possible that a counselor who was forced to spend almost all of his or her time in counseling with individuals might fall into such habits. Giving one's full-time professional attention to communicating

with clients about clients' problems is a psychologically tiring enterprise -- perhaps too many uninterrupted hours in counseling may be reflected in the quality of the counseling a counselor is able to give. Whatever may be the merits of this suggestion, both the Director and the Associate Director are convinced, on the basis of all the evidence available to them through supervision of the counselors, case records, and informal feedback from clients, that the counselors at the Center are responsive, responsible and fully involved in all aspects of the counseling process and both believe it possible that the consistently high level of performance in counseling by the counselors may be a result of the fact that they are counseling part-time rather than full-time. The range of time each counselor devotes to counseling and related work during the week is from three days for one counselor who works at the Center to approximately four hours for one counselor who works with an outreach group. No counselor comes to the Center more than two days in succession. Thus, although a full day's counseling load for a counselor (and typically, except for cancellations, it is for such a load that counselors are scheduled) is five counseling hours in the seven hours of the working day, counselors are not exposed to the risk of going "stale" that they might be if they were counseling five days a week.

A disadvantage of part-time staffing in a <u>new</u> venture of this type, in the system under which we operate here, is that all part-time people had to be oriented to the work of the organization through staff meetings, training sessions, etc. and thus for all such sessions the Center was paying multiple salaries in terms of staff hours, since six people had to be so oriented rather than one or two. Thus, there may be real disadvantages in utilizing a relatively large part-time staff in a new organization where orientation is essential and time-consuming. Once an organization's patterns of operation are fairly well-established, however, necessary time for orientation is considerably decreased. This is now the case at the Center. For example, only one staff meeting is held a month and it typically lasts less than an hour, while in the early months of the Center staff meetings were at least weekly and typically lasted two or more hours.

It is early yet to make firm recommendations on part-time staffing for an operation such as this one, but it is possible to tentatively suggest that a probable ideal arrangement would be a part-time staffing pattern which provided a team or teams each of which would be the equivalent of one full-time counselor (for example, an arrangement whereby one counselor came two days a week and another three, to make one full-time equivalent, or an arrangement whereby one counselor came in the mornings and the other in the afternoons to make a full-time equivalent, etc.). Orientation difficulties could be minimized if provision was made for close communication between the members of a team, with each team member having the responsibility for keeping the other informed of developments which occurred in his or her absence. Unfortunately, all ideals for communication usually break down in practice but perhaps no more so with part-time than with full-time staff.

As stated in the Summary and Discussion, an important part of the expenses of the Center are those representing the costs of an organization which has an evaluation and research responsibility. Without this responsibility, the Center could operate with one and one-half fewer clerical staff members; with perhaps 2/3 as many counselors, since less counselor time would have to be spent in record keeping; and with a single administrator. Costs for supplies, especially telephones and data storage and retrieval, would also be considerably less. During its second year the Center staff will make an effort to keep as accurate as possible a record of the proportions of staff time and materials and supplies which are chargeable to the research enterprise.

VI. COMMUNITY RELATIONS

A. Community Advisory Committee

The formation, composition, and activities of the Community Advisory Committee have been described under Summary and Discussion and in Appendix "B". Details not mentioned there include the fact that this Advisory Committee met four times during the first year of the Center's operation; that it is organized into four standing committees (Community Relations, Educational Resources, Employment Opportunities, and Special Services); that the standing committees meet between full meetings of the Advisory Committee and that business of the committee which must be conducted between such full meetings is carried on by the Executive Committee which is comprised of the Committee Chairman and the Chairmen of the standing committees.

The Educational Resources Committee is responsible for helping the Center keep current its information about all educational resources in the Rockland County area and for disseminating information about the Center to the various educational institutions in the area. The Employment Opportunities Committee is responsible for helping the Center to keep current and as complete as possible its information about occupational opportunities in the Rockland County area. The Community Relations Committee takes responsibility for helping the Center to be better known throughout the area; members of this committee have spoken about the Center to various organizations and have helped distribute the Center's brochure. The Special Services Committee, as indicated in this report under Special Services, takes responsibility for advising the Center's staff about developing its outreach counseling and related services.

As will be obvious from a study of a list of its members, the Community Advisory Committee membership cuts across a variety of community activities and interests. Fourteen of its members are associated with educational institutions; six of its members represent business and industry; four of its members represent religious institutions; five of its members represent volunteer organizations; eight of its members represent health agencies; two of its members represent mental health agencies; three of its members represent public social service agencies; three of its members represent private social service agencies; two of its members represent the county government; one of its members represents the State Employment Service; three of its members represent government programs for minority and disadvantaged groups.

B. Staff Participation in Organization Meetings, etc.

During the Center's first year of operation, members of the Center's staff spoke at twenty different local group or organization meetings on the subject of the Center. In addition, the Center's Director gave several speeches elsewhere in the state and country which are mentioned in the section below under State, National and International Relationships. In addition, as mentioned earlier, the Associate Director, Mr. Roland Moses,

met sixteen different times with interested groups and agencies on the subject of special services to the disadvantaged. The Center also was one of the consultants to the local groups and individuals who were working on setting up a Volunteer Service Bureau in Rockland County (a project which has since come into being).

C. Media Publicity

During its first year of operation, there were 54 newspaper releases about the Center. Most of these were in local newspapers; several were in New York City papers and papers in other parts of the State. A report on the establishment of the Center was published in the A.A.U.W. Educational Foundations Quarterly, Women's Education, in the State University's Newsletter, and the Newsletter of the Woman's Program of the State Department of Commerce, and a local school Newsletter entitled Chalk Talk. The Director described the Center and related concerns on Martha Dean's Program over WOR, on the Profile Program of WNEW, and on Mary Margaret McBride's Program on a local Kingston radio station. The Director also appeared on three local radio programs to describe the Center -- two on WQXR and one on WRRC. In addition, of course, there were the thirteen sessions of the Radio Career Information Series over WRKL.

This generous amount of publicity has been most helpful in recruiting clients to the Center. Every time a release has appeared in the local newspapers there has been an increase in applications for service at the Center. Indications are that the local newspapers are probably the most effective means of disseminating information about the Center -- very probably even more effective than the direct mail campaigns which have been undertaken by the Center.

D. Direct Mailing

Direct mailing undertaken by the Center has included somewhat more than 5,000 brochures mailed to a representative mailing list procured by the Center from Rockland Community College and mailing of notices of the Careers for Women Workshop to approximately 500 names selected from this and other lists made available to the Center, and an earlier mailing of similar size regarding the Center's opening.

The first year's experience suggests that efforts to keep the Center publicly visible need to be continued. Word-of-mouth advertising is of course extremely useful but if the greatest possible number of individuals representing the greatest possible number of groups and areas are to be reached, other kinds of publicity, especially local newspaper publicity, are essential.

VII. STATE, NATIONAL AND INTERNATIONAL RELATIONSHIPS

Relationships between the Center and various State agencies have stemmed from four main sources; the State University, the State Advisory Committee of the Center, the Women's Unit in the Office of Governor Rockefeller, and the Woman's Program of the New York State Department of Commerce.

A. State Advisory Committee

The State Advisory Committee's activities have been described under the Summary and Discussion and its members are listed under Appendix "A". As already mentioned, this Committee has been of invaluable assistance to the Center in helping to develop programs which would be broad enough to provide possible guide lines for a variety of kinds of related operations throughout the State; keeping the Center informed of useful resources available to it in the State; and providing necessary liaison with various State agencies. The State Advisory Committee also serves to give various State agencies and representative industries an opportunity to perceive the relationship of services like those offered by the Center to their own services and needs and interests.

B. State Agencies

Through the office of Dr. S. V. Martorana, University Dean for Two Year Colleges of State University and the office of the Dean for Continuing Education of State University, information about the Center has been channeled to a variety of State University institutions. At the invitation of Dr. Martorana, the Center's Director and Miss Guin Hall, Deputy Commissioner of the New York State Department of Commerce and Director of its Woman's Program, spoke to the Annual Conference of Presidents of Two Year Colleges about the development of women's programs at two year colleges and the provision of guidance and counseling services. At the invitation of the Office of the Dean for Continuing Education the Center's Director participated in a workshop on women's programs at the Annual Conference on Continuing Education of State University. The Director has also reported on the progress of the Center to the meetings of the Women's Council of the Woman's Program of the New York State Department of Commerce, at the invitation of Miss Guin Hall, Deputy Commissioner. The Woman's Program of the New York State Department of Commerce has referred to the Center a number of inquiries concerning its operation and the development of comparable operations elsewhere, as has also the Women's Unit in the Office of Governor Rockefeller. In addition, the Woman's Program of the New York State Department of Commerce has put the Center in touch with a group of units of one kind and another throughout New York State which offer continuing education and/or guidance and counseling to women in one form or another and this group has met twice during the year; the second of these meetings was held at the Center. The group calls itself the Communications Council. Through it the Center has been able to keep in touch with related developments throughout the State and to keep individuals engaged in these related activities informed of progress at the Center.

C. National Activities

In connection with her professional activities at Teachers College as well as with her activities at the Center, the Director has spoken at conferences in several different states during the past year and in each instance has had occasion to report on the Guidance Center as well as discuss other related topics. The conferences at which she spoke were sponsored by: Florida State University at Jacksonville, Florida; Oakland University at Oakland, Michigan; Wayne State University at Detroit, Michigan; Annual Convention of the American Adult Education Association in Philadelphia. In addition, the Director has consulted concerning the development of guidance services for women with professionals interested in developing such services from the following States: Connecticut, New Jersey, Pennsylvania, Florida, Arkansas, Missouri, Michigan, Iowa, California and Illinois. She has also had nineteen such consultant interviews with individuals from within New York State.

D. International Associations

The Guidance Center has also attracted some international attention. During the year the Director has been consulted about the Center by individuals from the following countries: England, Canada, Australia, New Zealand, Turkey, Iran and Japan. It seems apparent that New York State, in addressing itself to the problem of experimenting with devices to assist women to further their education and increase their opportunities for employment, is addressing itself to a problem of both national and international interest.

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